

# **Aidanfield Christian School**

## **CHARTER 2022**

# **The School and its Community**

## **An Overview**

**Excellence**

**Faithfulness**

**Integrity**

**Stewardship**

## **Our Journey**

Aidanfield Christian School was established in 1996 as an integrated Christian school. The main aim was to provide an education centre where pupils could progress towards wholeness. The School's approach to education is holistic, seeking to address the spiritual, intellectual, emotional, social and physical needs of all pupils.

The school was formed by amalgamating two smaller Christian schools and named Canterbury Christian College. Avon Christian School had been operating at various locations in the city. The proprietors of Kings Christian School had acquired the land and buildings in Nash Road, Halswell and had been operating as a school on that site. The new school consolidated the strengths of each of the smaller schools and was able to enjoy the prospect of developing the land and buildings on the Nash Road site. The school developed to incorporate Year 0 to 13 education. The school changed its name in 2008 to reflect its place in the community and its commitment to working with the network of Christian schools in Christchurch.

As a result of joining the Christian Schools' Network in 2006, Aidanfield Christian School Board of Trustees and Board of Proprietors (Kings Christian Schools' Trust) determined to redefine the structure of the school and offer Year 0 to 10 education. This structure is in line with the other contributing Christian schools in the city. The school also determined to support the development of a Senior College for the city at Middleton Grange School. From 2007 onwards the proprietor of Middleton Grange School (Christian Schools' Trust or "CST") became involved in supporting the development of land and buildings on the Nash Road site. In 2010 the Christian Schools Trust became the proprietor of Aidanfield Christian School and the Kings Christian School Trust became the land trust and was tasked with the preservation of the schools special character in a way that reflects the background and origins of the school.

Aidanfield Christian School enjoys the autonomy of being a stand-alone self-governing school in Aidanfield, Halswell while benefiting from the support and networking that the Christian Schools' Network in Christchurch offers.

## **Our Type – state integrated special character school**

Aidanfield Christian School was established in 1996 as a special character, state integrated, co-educational school with a roll cap of 150 Year 1-13 pupils. In 2021 the schools roll cap has lifted to 375 pupils offering education for years 1 to 10 (5 year olds to 15 year olds). As a Special Character school we embrace the New Zealand curriculum while reflecting a Biblical Christian world view. The Integration Agreement with the Crown is supported by our Special Character Policy.

## **Our Staff**

All staff employed by the school must be able to sign the schools Statement of Faith and be practising Christians active in a church. The staff talk often of the need for their personal private lives and their work lives to be reflective of the expectations of scripture on the believer and where they fail (as all do), to follow the restorative path that scripture outlines. Grace and forgiveness are features of our shared Christian walk.

## Our Pupils

A significant majority of pupils attending the school come from within the schools zone and most of the pupils travel to school each day by private car. In 2008 the school redefined its roll to be a Year 0 to 10 school with a direct pathway to Middleton Grange School for Years 11 to 13 for preference families. Our current roll cap is 425 pupils granted at the start of 2022 (an increase of 50 pupils from a roll cap of 375).

## Responding to Diversity

### Our Cultural diversity

Aidanfield Christian School is a multicultural school. Currently we have over 35 different countries represented at our school and this brings a wonderful diversity to our community. In 2021 our community is made up of:

European: 40% Māori: 4% Pasifika: 3% Asian: 43% Other 10%

As a community we seek to honour each culture represented through inclusive practices that give value to each individual, each background. While acknowledging the diversity of cultures we also enjoy the oneness that comes from sharing a common 'family' as people created by God with equal value and place before Him.

Each year the school seeks to embrace and encourage the various cultures in the community through teaching and events. We have a strong ELL (English Language Learning) programme. We endeavour to involve families of our pupils in activities within the school that allow pupils to demonstrate aspects of their culture. We aim to both accept that all pupils and families in the school are part of the evolving New Zealand culture and contributors to it while acknowledging that each family brings a richness and expectations that grow out of their own cultural backgrounds.

When developing policies and practices the school endeavours to reflect New Zealand cultural diversity and the unique position of the Māori culture, particularly as it contributes to the Christian worldview.

### Unique place of Māori

As first peoples and indigenous to New Zealand, Māori hold a special place. As a school we are committed to ensuring that Māori succeed as Māori in the way that our whanau would like this defined. As such the Board continues to seek strong relationships with families that identify as Māori. To this end the Board consults with its families that identify as Māori and is continuing to develop both a strong relationship with our Māori community and a responsive school culture based on feedback from these discussions. In 2022 we are continuing to develop links with our local Marae (at Taumutu) and we continue to define 'consultation' as an ongoing and regular conversation. Our whanau group is developing a place in the school. Our whanau meet every term and looking forward are exploring what a relationship with the local marae might look like. We have developed our schools understand of our cultural narrative of our area. We renamed our campus buildings to reflect this learning in 2017. We are working towards approval from the education unit at Taumutu to share this story, the cultural narrative, through our website. Our curriculum unit of work reflects our growing understanding.

The Board takes reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). Te Reo (Māori language and culture) is incorporated into all year levels and taught as a specific subject. We are seeking to include marae involvement as part of our EOTC programmes and to build regular service opportunities with our local marae. Our kapa haka group was established in 2013 and will continue to grow from strength to strength. Māori and other greetings and karakia are offered at the opening of most formal school gatherings. We are developing our mihi whakatou in the ACS context.

**Our denominational diversity** Our families come from many/most of the denominations represented in the wider Christchurch community. These include representatives from charismatic and Pentecostal churches (reflecting the historical roots of the school), traditional protestant churches, as well as numerous ethnic denominations and home churches. We have a growing relationship with a Samoan church as they hire our hall for church services. We have had involvement with the Chinese church, Pilipino Church and Kiwi Church also use our building space from time to time for their services.

## **Our Grounds**

The buildings are set amidst four hectares of landscaped grounds and playing fields, which provide a very pleasant setting. A campus development plan is being implemented to upgrade facilities and grounds. As at the start of 2019 the school has fifteen new classrooms with attached resource and support teaching spaces. A new Science and Library block opened in October 2010. A relocatable classroom was added in 2010. The Eliza White building which dominated the site since 1933 was demolished in 2012. A new playground was opened in 2013 and primary fields were made available as well. A two classroom block was opened in 2015 and a hall space came on stream early 2016. We opened a two-classroom block for our senior pupils in 2017. A four classroom block was opened at the start of 2020. Work progresses at Proprietor level on the campus. We continue to plan for a growing roll.

Aidanfield Christian School has a number of sporting resources including; fields, a three hundred meter oval running track, courts and an indoor heated swimming pool run by a private swim school. In 2016 an all weather cricket pitch was added to the field area thanks to Canterbury Cricket and in 2021 a permanent turf junior playing field was completed.

## **Our Local Community**

The school was once surrounded by farmland. While the northern boundary remains undeveloped there has been significant development to the east, west and south of the school over the last twelve years. A new community has developed around the school. Aidanfield is the key development with other subdivisions developing throughout Halswell and surrounds.

The schools catchment zone is experiencing significant growth. The Ministry of Education is predicting significant growth in population in the school's catchment zone over the next 15 years. The school operates an enrolment zone with an inner and outer zone and a set of priority steps to guide in enrolment decisions. The outer zone covers the area from the southwest of the city to the Rakia River and takes in all of Banks Peninsula. The Southern Motorway extension has increased the accessibility to the school from the south and the smaller associated roading projects will also add to the ease of travel to and from the school. Sub divisions continue to grow in the area.

## **Our Board – Governance Oversight**

To achieve our vision for learning as outlined in this Charter and with reference to its requirements under legislation the Board strategically manages its resources and with deference to the Proprietor, The Christians Schools Trust, protects the special Christian character of the school. The School Board acknowledges its legislative responsibilities and has a suite of policies that ensure that the school is meeting its obligations. These policies are audited on a three-year cycle to ensure

implementation and effectiveness. All Board self-review papers form part of the Board minutes and are available to the community. The strategic development goals are laid out below and the annual plan laid out in Section Two – Responding to the Need to Improve.

### **The Proprietor and the Schools Special Character - It's meaning and implications**

The schools proprietor, The Christian Schools Trust, owns the school and has an agreement with the Crown regarding its authority and responsibility to both define and determine the Special Character of the school. The rights and responsibilities of the Proprietor are recorded **in the Education and Training Act** and in the Integration Agreement. The Proprietor and the Board have a signed Memorandum of Understanding that outlines how the school is to be run in relation to the special character and allows the proprietor to define and determine the expression of special character for Aidanfield Christian School. The Integration Agreement (and subsequent adjustments), the MOU and its supporting documents are a foundational framework for the Charter of the school and its operations.

The Statement of Faith is the basis of the Aidanfield Christian Schools special character and follows:

#### **STATEMENT OF FAITH**

1. We believe in one God, Father, Son and Holy Spirit who is the creator and sustainer of all life.
2. We believe in the Lord Jesus Christ, His Incarnation, Virgin Birth, Death, Resurrection and Ascension, and that through him alone we can receive salvation and New Life.
3. We believe that the Bible is the inspired word of God, is true and absolutely trustworthy. It is the basis for faith and the framework of reference for all aspects of life.
4. We believe that people were created in the image of God but through sin all are separated from Him. Jesus Christ, God's son, through his sinless life and death on a cross, provided forgiveness for sin, and a way back to God for all who accept Him as Lord.
5. We believe the Holy Spirit is active in drawing people to Christ and is the revealer of all true knowledge and wisdom. The Holy Spirit works to form the life of Christ in the believer and gives gifts for service and power to live a Christian life.
6. We believe that Jesus is the head of the body of Christ, the church. All who acknowledge him have a responsibility to relate in fellowship and worship.
7. We believe in the return of Jesus Christ, and his judgement on all mankind bringing everlasting separation and punishment to those who reject Him and eternal life and glory to all who receive him.

## **The Proprietor - maintains and protects the Special Character – Legislative Context**

The Education and Training Act (ETA) 2020, Schedule 6 (Sch 6) states the following in relation to Special Character in general, and in particular, curriculum, enrolments and staffing.

- I. “A State integrated school on integration continues to have the right to reflect, through its teaching and conduct, the education with a special character provided by it.” [ETA, Sch 6, clause 1(1)]
- II. “Integration must not jeopardise the special character of a State integrated school.” [ETA, Sch 6, clause 1(2)]
- III. “Subject to the integration agreement, the proprietor of a State integrated school -
  1. Continues to have the responsibility of supervising the maintenance and preservation of the education with a special character provided by the school. [ETA, Sch 6, clause 1(3)(a)]
  2. Continues to have the right to determine what is necessary to preserve and safeguard the special character of the education provided by the school and described in the integration agreement.” [ETA, Sch 6, clause 1(3)(b)]
- IV. “If, in the proprietor’s opinion, the special character of the school as defined and described in the integration agreement has been or is likely to be jeopardised, or the education with the special character provided by the school as defined and described in the integration agreement is no longer preserved and safeguarded, the proprietor may invoke the powers conferred on the proprietor by this schedule.” [ETA, Sch 6, clause 1(4)]

### **1. Proprietor and Board interactions and responsibilities**

- V. “By enrolling a student at a State integrated school, a parent is taken to have accepted as a condition of enrolment that the student is to participate in the general school programme that gives the school its special character.” [ETA, Sch 6, clause 27]
- VI. “Each State integrated school must instruct its students in accordance with the curricula and syllabuses prescribed under this Act or any regulations made under this Act.” “However, the general school programme must reflect the education with a special character provided by the State integrated school, and religious and other examples may be used to reinforce teaching throughout the school day.” [ETA, Sch 6, clause 28]
- VII. “If, in accordance with Clause 47, an advertisement for a position states a requirement that a willingness and an ability to take part in religious instruction are conditions of appointment, any person appointed to that position must accept that requirement as a condition of appointment.” [ETA, Sch 6, clause 48]

### **Guidance from the Proprietor to the Aidanfield Christian School Board**

- VIII. Schedule 6 of the Education and Training Act 2020 allows for a State integrated school to arrange its curriculum, appoint its staff and give preference of enrolment to families in such a way as to maintain and preserve the Special Character of the school.
- IX. In addition to the provisions of Schedule 6 of the Education and Training Act, the Proprietor states that the Special Character Statement in the school’s Integration Agreement is a foundational document for the school’s governing body, the School Board, and forms a part of the school’s Charter. The school’s Statement of Belief is included to provide context.
- X. The Board’s policy and procedure framework includes the Proprietor’s expectations of promoting truth and grace principles in a learning community of love.

XI. The areas of the School Board's work of particular focus for the Proprietor are; Appointment to Tagged Positions, Curriculum, Enrolments, Communications, Health and Safety and Dealing with Complaints. One of the expectations and considerations of the Proprietor is ..."Do the Board's policies and procedures reflect the Proprietor's expectations in respect of gender, sexuality and marriage in the determination of preference of enrolment, management of tagged teaching positions, direction of curriculum design (including Community Consultation) and delivery, and ensuring non-conforming students or others with questions about sexuality, sexual identity, family or marriage are emotionally safe?" There will be diversity of thinking in the school community with respect to these matters, this has to be respected and managed.

Overall, the Proprietor has the responsibility and right to interpret the Bible in a way consistent with its own Statement of Faith and founding documents and to instruct the school Board in matters relating to the protection of the Special Character.

Aidanfield Christian School enjoys a strong, mutually supportive and productive relationship with the Proprietor of the school.



# **Strategic Vision to Strategic Annual Goals**

**Linking our purpose to a direction**

**A Three Year Journey**

**2019 to 2021 – extended to 2022**

**Due to the impact of COVID-19 in the community 2020-2022**

**the Board has elected to extend the current Charter through 2022.**

**Strategic planning will occur in 2022 to set a new Charter for 2023 - 2025**

*Aidanfield Christian School acknowledges the New Zealand Curriculum principles, vision, values and key competencies. The following is the school's expression of these and reflects the biblical foundations of the school and the views of the school's community.*

### **Aidanfield Christian School Mission (Our purpose)**

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

### **Aidanfield Christian School Vision (Our direction)**

Quality education based on a biblical Christian worldview - weaving the threads in Christian community

Biblical

Relational

Transformative

### **Aidanfield Christian School Values (Our expression)**

The school acknowledges that the following virtues/values are both currently evident in the work we do as well as being aspirational – virtues/values to work towards in every area of development.

These virtues/values are;

**Excellence** Being the best we can be in all aspects of our school and our learning as an expression of worship.

**Faithfulness** To God, to His word, and His call on our lives to live in Christian community and in service to others.

**Integrity** Our inward character matches our outward appearance.

**Stewardship** Of all the resources entrusted to us.

The Board has determined that under these core virtues or values fit many others including those outlined in the New Zealand Curriculum documents. Our Foundation Principles document makes the clear links between the curriculum values and principles and those listed above.

## Intended Pupil Outcomes; What Does the Vision Look Like between 2019 and 2021 – extended to 2022?

The strategic goals reflect the desired outcomes for ACS students and have grown out of discussions with our community and link closely to the vision of the school. The strategic goals reflect our commitment to not only enhancing pupil academic achievement but also spiritual, social and emotional 'growth' as well

<b>The vision</b> Quality Education based on a Biblical Christian Worldview - Weaving the Threads in Biblical Community: Biblical Relational Transformative	
<b>Strategic Goals 2019 – 2021 – extended to 2022</b>	
Biblical / Transformative	<b>Strategic Goal 1</b> Focus : Academically Able  To be innovative and responsive to the changing learning needs of the pupil population
Relational / Transformative	<b>Strategic Goal 2</b> Focus: Relationally focused  To deepen the expression of Christian community across the whole school community
Biblical / Relational	<b>Strategic Goal 3</b> Focus: Culturally Competent  To deepen understandings of bicultural teaching and learning through a biblical lens
Biblical / Relational	<b>Strategic Goal 4</b> Focus: Missionally minded  To enhance opportunities for all age levels to lead and serve the community

The Board of Trustees remains committed to the strategic direction of the school based on consultation with its community. The following points need to be taken into consideration as the strategic developments are considered. These developments are a work in progress over the coming 3 to 5 years.

### **Pupil Achievement**

Pupil academic achievement is one of the key aims of the school. Data on pupil achievement is gathered and processed at various levels to assist the teaching staff in developing individualised and group programmes of learning. In analysing the information, specific groups, such as boys/girls, Māori or Pasifika, are considered to identify if there are any possible barriers to learning for these groups or specific areas of need that need addressing.

An important part of the process is the annual data collection that takes place in term one and four of each year. Age appropriate testing is administered to all pupils during these terms. In line with the NAG requirements, our testing focuses on literacy and numeracy with data collected in:

- Reading
- Writing
- Spelling
- Mathematics – number strand and other strands as determined each year
- Overall Teacher Judgements in relation to the National Curriculum levels
- Overall wellbeing of pupils and staff across the school.

Based on the information gained from the analysis of pupil data, annual targets are set. Less formalised data collection is continued throughout the year to monitor pupil progress. Anecdotal evidence is considered as much as qualitative data.

### **Supporting Documentation**

The following documentation supports the information and goals contained in this Charter:

- School Curriculum Plan
- School wide annual assessment Plan
- Annual Budget
- Strategic & Annual Goals, including annual targets for improving pupil achievement
- Annual Report (Analysis of Variance for previous year's targets)
- Board of Trustees self-review cycles
- Community feedback through various surveys or collection methods

# **Annual Plan**

## **2021 – extended to 2022**

**Scaffolding Schoolwide Achievement This Year**

### Three main sections

The Board at Aidanfield acknowledges the holistic approach to education. This approach was enshrined at the founding of the school and continues to be a key driver in its strategic direction. This means that it is not just academic success that defines a pupil. As pupils develop in a balanced and nurturing environment they will have a greater opportunity to succeed in all areas. The founding vision of the school emphasised the learning from a Biblical Christian world view that leads to pupils fulfilling their destiny. For this reason the strategic goals outlined incorporate academic, personal and spiritual areas for the school to focus on. In identifying strengths and areas for improvement both the academic and non-academic areas must be considered to maintain a well-balanced 'quality' education. Our developments are laid out in the following sections:

<b>Section One</b>	Responding to the need to improve - NAG responsibilities
<b>Section Two</b>	Focusing on Learning - School targets in relation to the National Standards
<b>Section Three</b>	National Standards – ACS rationale for making OTJ's

#### **Section One                      Responding to the need to improve - NAG responsibilities**

Each year the school determines the strategic developments (often process related) that will continue to lead the school in a spiral of improvement. These targeted areas are outlined under our responsibilities to fulfilling the National Administration Guideline (NAG's) requirements established by the Government.

#### **Section Two                      Focusing on Learning - School targets in relation to National Curriculum Levels**

Targets for 2022 are based on the National Curriculum Levels. The targets focus on reading, writing and mathematics. A detailed breakdown on literacy and numeracy achievement is available in the annual Literacy Report and Numeracy Report to the Board. The Board report considers all aspects of literacy and/or numeracy.

#### **Section Three                      ACS rationale for making OTJ's**

This section outlines the basis on which we make OTJ's. The overall achievement in relation to the New Zealand Curriculum Levels is available in the schools Statement of Variance, which can be found in the Annual Report for 2021.

## **Special notes in relation to 2022**

### **COVID – 19**

In March 2020 the country was put into lockdown due to a global pandemic and schools were closed. Aidanfield Christian School was closed from March 27 to April 29 and was open to children of essential workers under Alert Level Three restrictions until May 18 when we moved to Alert Level Two and most pupils returned to school. Between April 29 and May 18, 2020 we operated under Alert Level Three and had 7 pupils on site. The school holidays were moved to earlier dates. The school shifted from onsite teaching and learning to fully distance learning when the school closed. Most pupils engaged to some degree with the learning programmes over the period of the lock down. In 2021 the pandemic caused further distractions and a three week lockdown in August to September. The global pandemic has had significant influence on energy and focus from the first half of 2020 and has impacted on the schools development plans for both 2020 and 2021. For this reason the strategic goals have been carried over for a further year.

### **Lofty Aims**

While the staff acknowledge that achieving a 100% target is a very lofty aim. We also acknowledge that by holding this high ideal, we are encouraged to do the best we can for all learners. We acknowledge that there are always pupils who will be limited in the level that they can obtain for multiple reasons of which some will be valid. These students may not be able to help us reach the lofty goal, but they as individuals can define how high up the levels they go. It is not our role to limit any individuals achievement, it is our goal to allow them to reach as high as they can.

### **Our multi cultural mix**

Our school culture has numerous ethnic groups in it and this presents a richness and a challenge. Pupils who have English as a second language have first to master the language of instruction (English) and then, as this capacity increases, to demonstrate their learning in wider areas. This learning journey plays a part in measured results for the school. We have determined that pupils who are on the ELL (English Language Learning register) will be removed from school wide results and monitored separately to ensure we are allowing each group of pupils to be fairly measured.

### **Privacy issues**

As a school we have an obligation to maintain the privacy of our pupils and families. Where data presented could be used to identify pupils we have an obligation to keep this data secure. As a result, data on some year groups, Māori and Pacifica families and sometimes males and or females has been withheld where there is a chance that a particular individual could be identified. This data is available to the Board of Trustees in publicly excluded sessions. The Board holds the school accountable for the learning progress of individuals or groups of pupils.

# SECTION ONE - Responding to the need to improve Annual School Improvement Plan

To monitor our responsibility against the National Administrative Guidelines the following is a work schedule 2021-2022 by NAG – COVID Adjusted, which means a number of items will run into 2021 and will be dependant on the path of the pandemic and staff resilience and capacity to achieve outcomes.

2022 aim in relation to our functions and learning programmes is to be as uninterrupted as possible in an interrupted world

National Administration Guidelines	Strategic Developments – Use of Resources and Special Character 2021-2022 Annual Plan	
Strategic Commitment	2021 -2022 Action	End of year Review
<b>NAG 1</b> <b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1. Refer section two for specific learning outcome targets (Ref Strat Goal)</li> <li>2. Middle Management and SLT PD in leadership and coaching</li> <li>3. Refine pupil leadership/service initiatives – national and international (Ref Strat goal)</li> <li>4. Continue engagement with and develop our role in Community of Learners with reference to leadership changes.</li> <li>5. Implement new assessments across the school and establish achievement monitoring with new measures.</li> <li>6. Maintain Mandarin Chinese in light of teacher shortage</li> <li>7. Implement Te Reo needs years 1 to 10</li> <li>8. Introduce school filtering for personal devices and allow classroom use</li> <li>9. Plan Histories curriculum implantation for 2022 onwards</li> <li>10. Continue to deepen Whanua relationships.</li> <li>11. Continue pupils visit Tau Mutu marae.</li> <li>12. Complete cultural narrative for the school – use as resource.</li> <li>13. Apply gifted name to all school documentation.</li> <li>14. Consultation with African and Asian parent groups</li> </ol>	
<b>NAG 2</b> <b>Documentation / Self Review / Reporting</b>	<ol style="list-style-type: none"> <li>1. Finalise and confirm curriculum documents; Digital curriculum.</li> <li>2. Embed a staff understanding of digital citizenship in a modern world with ref to Digital Curriculum implementation.</li> <li>3. Use curriculum review model in; Maths, The Arts, Technology</li> </ol>	



The Aidanfield Board will ensure a rigorous process of documentation, self-review and reporting		
<b>NAG 3</b> <b>Educational Resources / Personnel / Good Employer</b> The Aidanfield Board will appoint, nurture, develop and manage the best available people and manage a growing resource base to achieve the strategic direction of the school	<ol style="list-style-type: none"> <li>1. Devise role growth strategy with BOP to meet the new desired cap of 600.</li> <li>2. PLG groups defined by staff interest.</li> <li>3. Appraisal process to include more action research focus.</li> <li>4. Manage budget in absence of international pupil income to retain key staff, continue school functions and preserve cash surplus as much as possible.</li> </ol>	
<b>NAG 4</b> <b>Finance / Property</b> The Aidanfield Board is committed to sound stewardship and consequently will ensure the school is financially viable at all times, complies with all financial requirements as a public entity and then will seek to maintain, use and extend the available financial and property resources to support the strategic direction of the Board.	<ol style="list-style-type: none"> <li>1. 2021-2022 budget to allow for 3.5 teachers over entitlement</li> <li>2. Budget to run at deficit to enable reserves to be tapped into.</li> <li>3. Continue to develop alternative funding sources – foreign fee paying students both short term trips and long term placements when borders open.</li> <li>4. Work to keep costs as affordable as possible for parents of the school community.</li> <li>5. Manage the transition to parent contributions with limited effect on the 2021 budget onwards.</li> </ol>	
<b>NAG 5</b> <b>Health &amp; Safety</b> The Aidanfield Board will promote and maintain an environment that is safe for	<ol style="list-style-type: none"> <li>1. Maintain 100% teachers and 50% support staff first aid trained.</li> <li>2. Review safety of the school for pupils in emotional, physical and spiritual areas.</li> <li>3. Maintain peer mediators or similar at interval and lunchtime.</li> </ol>	

pupils and staff; spiritually, emotionally, physically.		
<b>NAG 6, 7, 8</b> <b>General</b> The Aidanfield Board will meet its commitment to reporting requirements as itemised in legislation.	1. Charter updated and submitted as required 2. Statement of variance reviewed and submitted as required 3. Annual report submitted on time in partnership with auditors and financial services providers	
<b>Other</b> The Aidanfield Board will work in constructively and in partnership with the proprietor board and will be an active and contributing member the educational community.	1. Full involvement in the CEN Community of Schools and all that entails; establish learning challenges, appointment of relevant staff, structure for start in 2021 and continue 2022. 2. Continue discussion with BOP on Special Character issues and inclusion of guidance/direction regarding enrolment/special character criteria.	
<b>Community of Learners</b> The Aidanfield Board will be a proactive partner in the CEN CoL.	1. CoL targets are recorded in the next section. 2. The response to the CoL targets are to seek to enhance staff capacity and leadership at the middle management level. ACS will work to achieve these aspirations. The intent of the CoL is to achieve the overall targets over time by enhancing the capacity of teaching staff in the first instance.	

## Section TWO – Focusing on learning

## Annual School Improvement Plan

Improvement Plan      LITERACY Focus - READING	
<b>Strategic Goal 1</b> Quality Education based on a Biblical Christian worldview (Biblical / Transformative: Academically Able)	
<b>Annual Goal:</b>  Quality education means all pupils in years 1 to 10 will achieve to their expected level against the National Curriculum by the end of the year as a minimum in Reading and its associated competencies.	<b>Annual Target</b> to achieve the Goal, our annual targets for 2022 are: <ol style="list-style-type: none"> <li><b>Target 1:</b> Review the assessment of Six-year Observational Data in order to stop the increase of below readers. Consider how this assessment fits with the Best Start programme, being implemented more fully next year</li> <li><b>Target 2:</b> 2021 Year 2, 5, 6 and 8 (2022 Year 3, 6, 7, 9), aim is to increase the percentage of students above and decrease the percentage below</li> <li><b>Target 3:</b> Maintain the increased numbers of boys achieving At or Above, and in Year 7, the girls</li> </ol>
<b>Baseline data</b>  The 2021 annual targets were determined after a close look at the achievement data at the end of the year within the context of the full years journey of learning for each cohort. <ul style="list-style-type: none"> <li>In 2021, for year 1 to 8, 86% of students were “At or Above” expectations for OTJ Reading. For year 9 and 10, 88% of students were “At or Above” expectations for OTJ Reading. Bearing in mind 2020 and 2021 were the COVID-19 interrupted years, overall, the school has maintained its high outcomes. 87% of students are at or above the expected level, following on from 84% in 2019, after a big rise from 2018. This is a celebration worth noting.</li> <li>A further celebration is the increase in Year 9 and 10 results, as at 88% consistent with the overall school percentage of 86%. This may simply be because of the change in cohort, but another likely factor is that the growing numbers in the Middle School may mean the results are less likely to be skewed by one or two children. The pleasing thing is that, as the school grows, the results are better reflecting the school’s achievement.</li> </ul> The trend is suggesting an upward direction for pupils working At or Above expectation notwithstanding annual fluctuations. <ul style="list-style-type: none"> <li>In 2020, across all levels to year 8, 86% of students were ‘At or Above’ expectations for OTJ Reading.</li> </ul>	

- In 2019, across all levels to year 8, 87% of students were 'At or Above' expectations for OTJ Reading.
- In 2018, across all levels to year 8, 70% of students were 'At or Above' expectations for OTJ Reading.
- In 2017, across all levels to year 8, 78% of students were 'At or Above' expectations for OTJ Reading.
- In 2016, across all levels to year 8, 84% of students were "At or Above" expectations for OTJ Reading.
- In 2015, across all levels to year 8, 80% of students were "At or Above" expectations for OTJ Reading.
- In 2014, across all levels to year 8, 82% of students were "At or Above" expectations for OTJ Reading.
- In 2013, across all levels to year 8, 85% of the school were At or Above expectations. 13% were Below and 2% were Well Below.
- In 2012, 79% of the school were At or Above. 17% were below and 3% were well below.

Worth noting is the school growth over the last number of years. Increasing numbers in the school both help to balance percentages as a more reliable reflection of cohort achievement but also introduce more pupils who may struggle or excel. Our changing demographic to include significant numbers of ELL pupils will also play a part in the overall results for the school.

Data over a number of years shows that, at school entry assessments, the percentage of children starting below expectation is trending upwards. In 2015, entry data showed 80% of children are reading above expectations after five weeks at school. In 2016, entry data showed that 60% were reading above expectations. In 2017, entry data showed that 30% were reading above expectations. In 2018, 40% were reading above expectations. In 2019, 48%, in 2020 34% and 2021 only 10%. The lower abilities of pupils on entry to school reflects through the first three years of achievement but the overall effect of the school on our primary cohorts shows our teaching programmes are effective.

Reading Recovery data demonstrates significant impact on reading levels for those in the programme.

Note; data summary supplied in this Charter is supported by school based assessment data and analysis and represents a brief summary only. 2021 Analysis of Variance contains further breakdown of the data as does the end of year Reading Board of Trustees Report.

### **Key Improvement Strategies**

- Focus on sinking entry level impact
- Continually improve teacher knowledge and practice – continued PD in teaching reading including the use of electronic tools to enhance learning,
- Teach reading in a manner that unfolds creation and the joy and order in it
- Teach reading in such a way that pupils engage with and enjoy learning – continual review of contexts, texts, interests and motivations
- Maintain well balanced programmes to explore the written word and expressions of it
- Ensure pupils who are achieving are pushed to achieve beyond a natural progression – implement/sustain differentiated programmes
- Ensure all cultural groups have high quality opportunities to learn reading – provision of appropriate language based texts
- Focus on junior school literacy ensuring all year one pupils achieve strong foundations with reference to national expectations by the end of the first 40 weeks.
- Monitor pupils (target grouping) who were below expectation at the end of year one, Reading Recovery where necessary
- Focus on differentiation of reading programmes in middle years programmes especially years 7 and 10

- Review literature choices for appropriateness and engagement.
- Focus on years 7 to 10 literacy ensuring all non ESOL pupils are at the standard and all ESOL pupils are working towards the relevant stage and standard by the end of the year.
- Focus on boys reading across school to establish strong foundations particularly in the first three years of school and engagement in years 7 to 10.

When	What	Who	Indicators of progress
Term 1	Embedding of Curriculum and Assessment team as middle leaders	Principal	Focus on coordinating curriculum and assessment across school for coherent programmes.
Term 1	Start of year testing and analysis of results	Class teachers	Testing complete, data recorded, groups set with good rationale
Term 1	PAT testing to monitor achievement	SLT	PAT's completed. Class teacher analysis of results to feed into planning.
Start and mid year	Record target groups clearly in class descriptions with intended interventions note and regular evaluation of progress	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions, regular effective evaluation of interventions.
Term 1	AA list reviewed and cross checked with Class Descriptions for intervention strategies.	C&A team HoS's	Identification list reviewed against end of year achievement 2020, all identified pupils included specifically in class descriptions/target groups.
All year	Reading Recovery for identified struggling readers at 6 years old. Training Reading Recovery Teacher.	Reading Recovery teacher / HOP	As per Reading Recovery assessment practices. Pupils complete programme and enter normal classroom programmes having reached benchmarks
All Year	Development of e-learning opportunities to enhance reading teaching	Individual classroom teachers	Increasing use of specific technology opportunities to increase engagement, capture learning moments, share with parents monitor progress
Ongoing	ESOL reading resource purchase to supplement reading programmes for ESOL pupils	ESOL teacher	Reading material suitably levelled for ESOL pupils, texts in first language available, ESOL pupils progressing through stages of ELLP's.
Term 1 then ongoing	Target group monitoring in key development areas.	All teachers	Class descriptions reflect identified monitoring groups by term 1 end. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of evaluations.

All year	Use of targeted intervention using teacher aide time to work in small groups and one on one.	SENCO, T. Aides	Identified pupils in programmes. Regular monitoring and assessment, suitable programmes chosen to meet identified need. Range of in class and withdrawal programmes.
<b>Monitoring</b> <ul style="list-style-type: none"> <li>• Class description reviews at specified times with Head of Schools overview of progress</li> <li>• Termly discussion at senior lead level of learning progress of target groups</li> <li>• Lead team – Learning, regular individualised review of learning progress</li> <li>• Target group monitoring monthly at team meetings</li> <li>• Accelerated Achievement (AA) list monitored by C&amp;A team working to monitor and review/modify approaches to pupils not succeeding</li> <li>• Attendance at PD sessions monitored</li> <li>• End of year data review</li> </ul>			
<b>Resourcing</b> <ul style="list-style-type: none"> <li>• Attendance at PD opportunities and within school PD – CoL Across School Teacher involvement as suitable.</li> <li>• Resourcing noted in annual budget, PD overview, staffing schedules, meeting rosters.</li> <li>• Teacher Aide in class support and withdrawal programmes for targeted needs (eg. STEPS)</li> <li>• Devices for classroom use with PD to support targeted and intentional use.</li> <li>• Development of Fostering Strengths to extend capable students beyond the classroom</li> <li>• Release/inquiry time for Lead team – Learning.</li> </ul>			

Improvement Plan		LITERACY Focus – WRITING	
Strategic Goal 1		Quality Education based on a Biblical Christian worldview (Biblical / Transformative: Academically Able)	
<b>Annual Goal:</b> Quality education means all pupils in years 1 to 10 will achieve to their expected level against the National Curriculum by the end of the year as a minimum in Writing and its associated competencies.		<b>Annual Target:</b> to achieve the Goal, our annual targets for 2021 are 1. <b>Target 1:</b> Junior School – Observation Survey Dictation and Writing Vocabulary – aim is to achieve 90% at or above by 2023 (two-year goal with the introduction of Better Start). 2. <b>Target 2:</b> Working on the 2021 boys target, 80% of all boys to be at or above in writing at the end of 2022 3. <b>Target 3:</b> 85% of Māori and Pasifika students to be at or above in writing at the end of 2022	
<b>Baseline data</b> The 2022 annual targets were determined after a close look at the achievement data at the end of the year within the context of the full years journey of learning for each cohort. The following shows overall achievement for the last three years.			
<p><b>In 2021</b>, 80% of all students in years 1 to 10 were “At or Above” expectations for OTJ Writing. This reflects, for year 1 to 8, 78% of students were “At or Above” expectations for OTJ Writing and for year 9 and 10, 88% of students were “At or Above” expectations for OTJ Writing. 4% of students are working ‘well below’ compared to 3% of students on 2020, 5% in 2019, 8% in 2016 and 7% in 2017. This stabilises the trend of the percentage of students working ‘well below’ standard. Similarly, the percentage of students working ‘below’ standard has also held steady from 2020 to 2019, with 16% of students in these years working at a ‘below’ standard.</p>			
<p><b>In 2020</b>, 81% of all students in years 1 to 10 were “At or Above” expectations for OTJ Writing. This reflects, for year 1 to 8, 81% of students were “At or Above” expectations for OTJ Writing and for year 9 and 10, 79% of students were “At or Above” expectations for OTJ Writing. 3% of students (10 students) are working ‘well below’ compared to 5% of students (12 students) last year, 8% in 2016 and 7% in 2017. This continues the trend of reducing the percentage of students working ‘well below’ standard. Similarly, the percentage of students working ‘below’ standard has also decreased from 2019, with 16% of students in 2020 (48 students) working at a ‘below’ standard. This is in line with the 2018 percentage and a reduction of 4% from 2019, when 20% of students were ‘below’ standard (50 students) and continues the positive trend of reducing the percentage of students working at a ‘well below’ or ‘below’ standard.</p>			
<p><b><u>In 2019</u></b></p> <p>In 2019 the percentage of students achieving 'well below standard' dropped to 5% from 7% in 2018. The percentage of students working 'below standard' has grown again from 16% to 20%. This would imply accelerated progress for the target group of well-below students. The percentage of students working ‘at standard’ increased to 64% from 62%. There has been a further decrease in the percentage of students working ‘above standard’ from 15% in 2018 to 12% in 2019.</p>			

**In 2018** 78% of all students (Year 1 to 10) were achieving At or Above expectations across the school. The percentage of students achieving 'well below standard' remained at 7% while the number of students working 'below standard' has grown from 14% in 2017 to 16% in 2018. The number of students working 'at standard' increased to 62% from 54% in 2017. The number of students working at 'above standard' has decreased from 25% in 2017, to only 15% in 2018. Years 5 and 8 were the years where the number of students working 'above standard' increased, all other age groups showed a decrease in the number of students achieving above, particularly in years 1-5. The following table summarises the data for years 1 to 8 and years 9 to 10.

From the data, and following cohorts between 2020 and 2021 we can see the following trends:

Year 3 group has stayed consistent with the percentage of students achieving from well below, below, at and above. The Year 4 and 5 cohorts have seen an increase of children achieving 'well below/below' with an average increase of 11%.

Year groups 6, 7, 8, 9 and 10 have seen a decrease in the number of students achieving 'well below/below' the standard with the biggest/similar decreases happening in Year 7 and Year 10. Similar trends can be seen in Year 4 and 5 with a decrease in those who are achieving 'at or above' the standard. Years 6, 7, 8, and 10 all show an increase in the number of students achieving 'at or above' the standard, between 2020 and 2021. Similarly, both Year 7 and 10 had a significant increase in numbers of students who are now achieving 'at or above' the standard.

From these trends we can see that the Years 3-5, according to OTJS, have not made the same positive progress that Years 6-10 have made across the school.

There is still a significant difference between the number of males and females achieving 'Below' in Writing, however the increase in those males in the 'Above' category has shown a strong increase.

Worth noting is the school growth over the last number of years. Increasing numbers in the school both help to balance percentages as a more reliable reflection of cohort achievement but also introduce more pupils who may struggle or excel. Our changing demographic to include significant numbers of ESOL pupils.

### **Key Improvement Strategies**

- Continually improve teacher knowledge and practice
- Embark on Write that Essay as staff PD 2021-2022.
- Teach writing in such a way that pupils engage with and enjoy learning
- Maintain well balanced programmes to explore the written word and expressions of it
- Ensure pupils who are achieving are pushed to achieve beyond a natural progression
- Ensure all cultural groups have high quality opportunities to learn writing
- Increase the accuracy of surface features across all year levels through targeted/structured programmes.
- Use clear learning intentions and success criteria to help structure good feedback.
- Enhance the use of highlighter marking to aid clarity of feedback at all levels.
- Provide authentic audiences and contexts for pupils to write for and about.



- Maintain increased classroom teaching time in English in years 7 to 10.
- Staff PD on differentiation of teaching programmes to include writing, especially in the middle years.
- Staff PD through use of literacy support as required.
- Staff PD on e-learning opportunities to enhance writing engagement and production to authentic audiences.
- NB: CoL targets reflect across school focus on writing.

When	What	Who	Indicators of progress
Term 1	Embedding of Curriculum and Assessment team as middle leaders	Principal	Focus on coordinating curriculum and assessment across school for coherent programmes.
Term 1	Start of year testing and analysis of results	Class teachers	Testing complete, data recorded, groups set with good rationale
Term 1	Note change in cohort at entry and exit years within the school and adjust expectations based on new look cohorts	Heads of school	Awareness of where the needs lie based on pupils in the school for 2020.
Term 1	AA listed pupils reviewed and in target groups	Class teachers C&A team	Identification list complete, reviewed against end of year achievement 2020, all identified pupils included specifically in class descriptions/target groups
March	Record target groups (writing) clearly in class descriptions with intended interventions note and regular evaluation of progress	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions, regular effective evaluation of interventions.
2021	Confirm surface feature/spelling programmes across the school and determine most appropriate programme	SLT C&A team	Specific approach to spelling determined based on good research.
March	Ensure balance literacy programme in year 7 to 10 with appropriate time given to writing each week.	HoMS C&A team	Suitable writing time allocated in any given week to practice and craft writing.
Term 1 and 2	Staff PD/review on clear learning intentions, success criteria and effective feedback as generic PD that encompasses learning in writing.	Team leaders	Classroom practice reflects effective and consistent use of these tools to clarify learning for pupils. Consistent practice across the school.
Term 2	Write That Essay staff PD	DP and Heads of School	Implement
Term 1 then ongoing	Target group monitoring in key development areas. Include Māori/Pacifica and ethnic groups. Theory to practice.	All teachers	Class descriptions reflect identified monitoring groups by term 1 end. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of evaluations.

2022	Develop continuum of expectations for varied genres in writing development through the year groups special focus at years 7 to 10.	Lead English and teachers	Clear expectations of year level learning for both reinforcement and new learning appropriate to learning level.
All year	Link to ELL PD refresh and PLC groups outlined in reading section above (close link between reading and writing development) .	ELL teacher lead	Individual teacher receive targeted support/advice on strategies – teaching programmes respond to pupil need
All year	Reading Recovery for identified struggling writers at 6 years old	Reading Recovery teacher	As per Reading Recovery assessment practices. Pupils complete programme and enter normal classroom programmes having reached benchmarks
Ongoing	ESOL support with vocabulary and structure programmes for ESOL pupils	ESOL teacher	ESOL pupils progressing through stages of ELLP's with clear next step learning identified.
All year	Fostering Strengths programme offers multiple opportunities to talented writers.	Fostering Strength coordinator	Pupils with identified strengths have varied opportunities.
Ongoing	Moderation of writing OTJ's.	Teaching staff Lead National Standards	Planned internal and interschool moderation of reading judgement, continued growth in understanding of moderation, consistency of judgements.

#### **Monitoring**

- Class description reviews at specified times with Head of Schools overview of progress
- Termly discussion at senior lead level of learning progress of target groups
- Target group, Reading Recovery monitoring, monthly at team meetings
- AA team review of struggling pupils.

#### **Resourcing**

- Centrally funded PD – Write that Essay
- Continued appointment of teacher librarian, attendance at PD opportunities on writing/ESOL/ELLP's with in school PD.
- Resourcing noted in annual budget, PD overview, staffing schedules, meeting rosters.
- Teacher Aide in class support and withdrawal programmes for targeted needs (eg. STEPS)
- E-learning opportunities and supporting devices.
- Staffing available for Fostering Strengths programme.
- Staffing: SENCO, Fostering Strengths Lead, CoL AST



The Year 8 cohort has had a significant decrease in the number of students achieving 'at or above' in 2020. In 2019 this cohort had 100% of students working 'at or above' and in 2020 this dropped to 77% working 'at or above'. In 2020 the percentage of boys achieving at or above increased to 90% from 84% in 2019. The percentage of females achieving at or above fell slightly from 87% in 2019 to 85% in 2020.

In 2019, 85% of all students were "At or Above" expectations for OTJ Maths. Across all pupils there has been a positive shift in the number achieving in the 'At' or 'Above' categories of OTJ's across the school from 82% to 85%. This increase may be even more significant given that in 2019, there are no Year 1 pupil data entries. Last year, 77% of Year 1 pupils (27 children) achieved 'At'. Overall, there has been a decrease in numbers of pupils achieving 'Below' or 'Well Below', dropping from 20% (18 pupils) to 14% (37 pupils) in 2019. The percentage of pupils in the 'Well Below' category has doubled (from 2 – 4% between 2018 and 2019 respectively). There are two year groups that have achieved 100% of students achieving 'At' or 'Above' (Year 2 and Year 7). This year, there is an increased percentage of pupils in the 'Well Below' category from 5 pupils (2%) in 2018, to 11 pupils (4%) in 2019.

Historically, we have seen an overall improvement between 2012 and 2014 and the improvements appear to have been embedded despite the significant increase in pupil numbers as the school continues to show strong growth.

#### Summary across years

2021; in Years 1 – 8 there were 88% At or Above and for year 9 and 10, 92% of students were "At or Above"  
2020; in Years 1 – 8 there were 88% At or Above and for year 9 and 10, 89% of students were "At or Above"  
2019; in Years 1 – 8 there were 87% At or Above  
2018; in Years 1 – 8 there were 82% At or Above  
2017; In Years 1 – 8 there were 83% At or Above  
2016; In Years 1 – 8 there were 86% At or Above  
2015; In Years 1 – 8 there were 89% At or Above  
2014; In Years 1 – 8 there were 90% At or Above  
2013: In Years 1 – 8 there were 91% At or Above  
2012: In Years 1 – 8 there were 86% At or Above.

Worth noting is the school growth over the last number of years. Increasing numbers in the school both help to balance percentages as a more reliable reflection of cohort achievement but also introduce more pupils who may struggle or excel. Our changing demographic to include significant numbers of ESOL pupils will also play a part in the overall results for the school.

#### **Key Improvement Strategies**

- To continually improve teacher knowledge and practice
- Teach mathematics in a manner that unfolds creation and the order within it
- Teach mathematics in such a way that pupils engage with and enjoy learning
- Maintain well balanced programmes of mathematics and numeracy that reflects the outcome of a maths review in 2018-2019

- Ensure pupils who are achieving are pushed to achieve beyond a natural progression
- Identify and design alternative programmes for pupils identified as having particular ability through Fostering Strengths
- Continue to consolidate basic facts knowledge for all pupils
- Focus on aspects of numeracy knowledge and strategies that will enhance overall achievement
- Establish target groups of pupils in class descriptions and review progress regularly
- Teacher Aide support to help scaffold maths concepts
- Review maths curriculum with outside moderation to ensure robust curriculum
- Build teacher relationships across schools to enhance pedagogy

Note; data summary supplied in this Charter is supported by school based assessment data and analysis and represents a brief summary only. 2020 Analysis of Variance contains further breakdown of the data.

When	What	Who	Indicators of progress
Term 1	Embedding of Curriculum and Assessment team as middle leaders	Principal	Focus on curriculum and assessment evident.
Term 1	Start of year testing and analysis of results	Class teachers	Testing complete, data recorded, groups set with good rationale
Term 1	Note change in cohort at entry and exit years within the school and adjust expectations based on new look cohorts	Heads of school	Awareness of where the needs lie based on pupils in the school for 2021.
Term 1	AA listed pupils reviewed and in target groups	Class teachers C&A team	Identification list complete, reviewed against end of year achievement 2021, all identified pupils included specifically in class descriptions/target groups
Term 1	C&A team complete identification of pupils not achieving with full back story.	AA team lead	Identification list updated.
On going	Particular attention to the foundations of; basic facts, proportions and ratios, number identification, groupings and place values.	Classroom teachers	Continued improvement in pupil achievement in these aspects.
March	Review Teacher Aide support for identified maths need.	SENCO	Needs identified, TA hours confirmed to support maths.
March	Ensure balance mathematics and numeracy programme in year 1 to 10 with appropriate time given to each week.	Principal/HoPS / HoMS	Suitable mathematics/numeracy time allocated in any given week to practice and reinforce.

March	Record target groups (maths) clearly in class descriptions with intended interventions note and regular evaluation of progress. Include Māori/Pacifica and ethnic groups.	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions, regular effective evaluation of interventions. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of evaluations.
Term 2 onwards	Introduce e-learning tools to support maths development	Classroom teachers	Appropriate tools identified, staff supported in understanding tools, modelling of tools in classrooms, increasing independence of pupils to use tools.
Ongoing	ESOL support with vocabulary to enhance achievement in maths.	ESOL teacher/s	ESOL pupils able to access learning and demonstrate maths ability unhindered by language barriers.
<b>Monitoring</b> <ul style="list-style-type: none"> <li>• Class description reviews at specified times with Head of Schools overview of progress</li> <li>• Termly discussion at senior lead level of learning progress of target groups</li> <li>• Target group monitoring monthly at team meetings</li> <li>• Review of moderated testing leading to clear decisions</li> <li>• Discussions with SCT on implementation programme.</li> <li>• Maths decisions presented to BOT</li> </ul>			
<b>Resourcing</b> <ul style="list-style-type: none"> <li>• Attendance at PD opportunities on mathematics moderation/maths programmes</li> <li>• Resourcing noted in annual budget, PD overview, staffing schedules, meeting rosters.</li> <li>• Teacher Aide in class support and withdrawal programmes for targeted needs.</li> <li>• IT applications to support maths learning.</li> <li>• IT devices to support e-learning tools.</li> <li>• Unit and release time to support maths review</li> <li>• CoL across school teachers for leadership and enquiry development</li> </ul>			

Strategic Goal Two to Four will be developed over a three to four year period.

## Strategic Goal 2

Depth of Christian community across the whole school community  
(Relational / Transformative: Relationally focused)

To develop the depth of community at Aidanfield, the following direction is proposed

2019	2020	2021	2022
CAT Team develop Foundation Studies scheme to define what must be taught in every room on spiritual disciplines: Teaching pupils to pray, to read their bibles, worship, to look up and to look out.	<p>Biblical principle of <i>God is love</i> to be added to the biblical principles</p> <p>CAT Team develop Foundation Studies scheme to define what must be taught in every room on spiritual disciplines: Teaching pupils to pray, to read their bibles, worship, to look up and to look out.</p> <p>Implemented spiritual disciplines</p>	Embedded spiritual disciplines in every classroom	Complete the definition of and implementation of classroom spiritual disciplines.

<p>To help nurture an authentic expression of Christian faith in action the following areas have been identified as requiring specific focus</p> <ol style="list-style-type: none"> <li>1. ensure all pupils know the school rules, expectations, and values</li> <li>2. ensure all pupils know what to do if they seeing bullying or are being bullied</li> <li>3. reduce the incidence of rumors, teasing and childish exclusions.</li> <li>4. <b>Enhance teachers' knowledge of their students, families and cultures. 2019 develop deliberate practice.</b> Refine staff information gathering about families. Deliberate focus in school wide events. Define NZ culture and celebrate</li> </ol>	<p>Revise and refresh understanding of 1-4</p> <p>Refine staff information gathering about families to develop our understanding of their story - taking an interest in each family</p> <p><b>5. Focus on acknowledging and celebrating pupil success</b> Explore a new model of acknowledging pupil success</p>		<p>Continue to keep a specific focus on:</p> <ol style="list-style-type: none"> <li>1. ensure all pupils know the school rules, expectations, and values</li> <li>2. ensure all pupils know what to do if they seeing bullying or are being bullied</li> <li>3. reduce the incidence of rumors, teasing and childish exclusions.</li> <li>4. <b>Enhance teachers' knowledge of their students, families and cultures.</b></li> <li>5. Refine staff information gathering about families.</li> </ol>
<p><b>Increase pupil voice into what happens at/around school and the curriculum.</b> Explore a model of pupil voice into the curriculum and trial it in an area of the school.</p>	<p><b>Increase pupil voice into what happens at/around school and the curriculum.</b> Explore and trial a model of pupil voice into the curriculum and trial it in an area of the school.</p>	<p>Implement in the older part of the school a model of pupil voice into curriculum design</p>	<p>Fully implement a model of pupil voice into curriculum planning</p>



## 2022 Development Plan

**Task:**

1. Curriculum and Assessment Team develop Foundation Studies scheme to define what must be taught in every room on: teaching pupils to pray, to read scripture, worship. Focus to be to learn to look up and to look out.

**Responsible:** CAT Team

**Timeframe:** By years end

**Task:**

To help nurture an authentic expression of Christian faith in action the following areas have been identified through the Wellness survey as requiring specific focus

1. ensure all pupils know the school rules, expectations, and values
2. ensure all pupils know what to do if they seeing bullying or are being bullied
3. reduce the incidence of rumours, teasing and childish exclusions.
4. Enhance teachers knowledge of their students, family and cultures. 2019 develop deliberate practice. Refine staff information gathering about families. Deliberate focus in school wide events.
5. Increase pupil voice into what happens at/around school and the curriculum.  
Explore a model of pupil voice into the curriculum and trial it in an area of the school.

**Responsible:** SLT, Learning Team leaders, Teachers

**Responsible:** #5 CAT team and SLT

**Timeframe:** By years end

### Resourcing/Review

**Strategic Goal 3** Deepen understandings of bicultural teaching and learning through a biblical lens  
(Biblical / Relational: Culturally Competent)

To develop the depth of bi cultural teaching and learning at Aidanfield, the following direction is proposed

2019	2020	2021	2022
<p>Rn Sabbatical work on defining authentic bicultural practice in multicultural setting - through a biblical lens</p> <p>Staff confidence in mihi grows.</p> <p>School mihi whakatau confirmed</p> <p>Unfold links with Taumutu</p> <p>Yr 4 to marae each year</p> <p>Kapa haka evolutions - cultural festival</p> <p>Film the cultural narrative</p> <p>Collate all fragments of scheme work into one document</p>	<p>Cultural narrative embedded into teaching programmes</p> <p>Staff confidence in mihi grows - authentic context</p> <p>Unfold links with Taumutu/ Ngai Tahu</p> <p>Decide on LC visit to marae (Year 4 at least)</p> <p>Collate all fragments of scheme work into one document</p> <p>Implement classroom-based scheme through all classes.</p> <p>SCT focused on biblical lens and bicultural practice</p>	<p>Implement whole staff experiential Treaty education module developed by ACS staff for ACS staff through a biblical lens.</p> <p>Staff involvement in Waitangi Day celebrations</p> <p>Budget to reflect commitment to Waitangi</p> <p>SCT focused on biblical lens and bicultural practice</p>	<p>Intertwined/ authentic Treaty implication implemented into classroom programmes.</p> <p>Develop a scheme to capture a Māori learning cycle that includes an Articulation of a biblically sound approach to te ao Māori</p> <p>Investigate what staff involvement in Waitangi Day celebrations could look like</p>

<p>A staff member to do a weekly classroom based language progression for teachers in mornings. Link to walk throughs??</p> <p>Develop model of termly hui with shared leadership</p>	<p>A staff member to do a weekly classroom based language progression for teachers in mornings (not on Mondays).</p> <p>Develop model of termly hui with shared leadership</p>	<p>Develop model of termly hui with shared leadership</p>	<p>Continue to develop model of termly hui with shared leadership</p>											
<table border="1"> <thead> <tr> <th colspan="5">2022 Development Plan</th></tr> </thead> <tbody> <tr> <td colspan="5"> <p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Follow up to Principal sabbatical work on defining authentic bicultural practice in multicultural setting - through a biblical lens</li> <li>2. Staff confidence in Te Reo and mihi grows.</li> <li>3. School mihi whakatau embedded</li> <li>4. Unfold links with Taumutu</li> <li>5. Yr 4 to marae each year</li> <li>6. Kapa haka evolutions - cultural festival</li> <li>7. Film/Record cultural narrative for website use</li> <li>8. Collate all fragments of scheme work into one document</li> </ol> <p><b>Responsible:</b> SLT, AST  <b>Timeframe:</b> End of Year</p> </td></tr> </tbody> </table>					2022 Development Plan					<p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Follow up to Principal sabbatical work on defining authentic bicultural practice in multicultural setting - through a biblical lens</li> <li>2. Staff confidence in Te Reo and mihi grows.</li> <li>3. School mihi whakatau embedded</li> <li>4. Unfold links with Taumutu</li> <li>5. Yr 4 to marae each year</li> <li>6. Kapa haka evolutions - cultural festival</li> <li>7. Film/Record cultural narrative for website use</li> <li>8. Collate all fragments of scheme work into one document</li> </ol> <p><b>Responsible:</b> SLT, AST  <b>Timeframe:</b> End of Year</p>				
2022 Development Plan														
<p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Follow up to Principal sabbatical work on defining authentic bicultural practice in multicultural setting - through a biblical lens</li> <li>2. Staff confidence in Te Reo and mihi grows.</li> <li>3. School mihi whakatau embedded</li> <li>4. Unfold links with Taumutu</li> <li>5. Yr 4 to marae each year</li> <li>6. Kapa haka evolutions - cultural festival</li> <li>7. Film/Record cultural narrative for website use</li> <li>8. Collate all fragments of scheme work into one document</li> </ol> <p><b>Responsible:</b> SLT, AST  <b>Timeframe:</b> End of Year</p>														

**Tasks:**

1. Weekly classroom based language progression for teachers.
2. Support model of termly hui with shared leadership

**Responsible:** Rn, Na**Timeframe:** Ongoing and end of year**Resourcing/Review**

<b>Strategic Goal 4</b> Enhance opportunities for all ages levels to lead and serve the community (Biblical / Relational: Missionally Minded)			
To develop the opportunities for service at Aidanfield, the following direction is proposed			
2019	2020	2021	2022
Raro - Yr 7-10 China Yr 9/10	China Yr 9/10 MS service opportunities (William Pike replacement and The Journey)	<del>Raro/Islands Yr 7-10</del> <del>China Yr 9/10</del>	<del>China Yr 9/10</del> International missions on hold indefinitely – COVID issues
Ambassadors House leaders Librarians Peer mediators Buddy Classes	Ambassadors House leaders Librarians Peer mediators Buddy Classes - start week 2  Term focus/overviews unit of work (CAT team) - on service	Ambassadors House leaders Librarians Peer mediators Buddy Classes	Ambassadors House leaders – as able Librarians Peer mediators Buddy Classes – as able
Define rationale/understanding of service at each level  Develop deliberate learning path for leadership and service from NE  Define areas of service appropriate to each level	Define a range of age appropriate service opportunities based on rationale.  Implement a service badge idea at ACS.	<b>All</b> ages groups to be in defined service opportunities	<b>All</b> ages groups to be in defined service opportunities

## 2022 Development Plan

### Task

#### 1. Conceptual Framework

- a) Define rationale/understanding of service at each level
- b) Develop deliberate learning path for leadership and service from NE
- c) Define areas of service appropriate to each level

**Responsible:** SLT

**Timeframe:** End of term 2

### Task

#### 2. Local Service opportunities development

- a) Ambassadors
- b) Student Council
- c) House leaders
- d) Librarians
- e) Peer mediators
- f) Buddy Classes

**Responsible:** DP, HoS, Teacher Librarian

**Timeframe:** Throughout the year. Set up by March 1

### Task

#### ON HOLD

#### 3. International opportunities development

- a) Rarotonga Service Trip - Year 7-10
- b) China Service Trip - Year 9/10

**Resources / Termly Review**

## Community of Learners Targets 2022 - 2024

### Christian Education Network Community of Learning *Te Ropu Whakapono o Waitaha<sup>1</sup>*

#### Vision

*"To be a community of faith in which our pupils encounter Christ,  
excel in their learning and are equipped to serve."*

#### Whakatauki

E kore hoki te aho takitoru e motu wawe  
*A cord of three strands is not quickly broken (Eccl 4:12)*



1

- **Culturally and linguistically diverse learners (CLD):**
- To improve teacher understanding and practice for CLD which will in turn lead to increased academic achievement and engagement for these students in Kāhui Ako schools and preschools.

2

- **Aotearoa New Zealand History:**
- To explore how God has moved in Aotearoa New Zealand, by partnering with mana whenua and the church to feed into the localised curriculum including the teaching of accurate historical narratives, which enhances student Tūrangawaewae and learning outcomes.

3

- **Bicultural:**
- To build teacher cultural capability in order to accurately engage in kaupapa Māori which enhances students' understanding of mana whenuatanga, te reo me ōna tikanga (language and culture).

#### CLD Specific goals

1. Ensure all students who are eligible for ELL support are identified and funding applied for in a consistent manner across Kāhui schools.
2. Lift the achievement of Year 1 students identified at foundation stage of ELLP in March of 2021 to that of their native English-speaking peers by the end of four years at school. This goal will be measured against the ELLP scores and cohort assessments, such as running records and writing samples.

#### Histories Specific Goals

1. In consultation with key stakeholders within our school community, develop an accurate historical localised curriculum document which could enrich and be integrated into the existing curriculum schemes.
2. Consider various pedagogies and develop effective teaching methods to engage pupils in the complexities of NZ History and God's hand in it.

#### Bicultural Specific Goals

1. TE REO MĀORI: Planning for enhanced provision / programming
2. WHĀNAU ENGAGEMENT: Strengthen whānau through productive partnerships
3. PEDAGOGY & LEADERSHIP: Culturally based professional development that targets leading & managing for Māori learner success as Māori



## Section THREE

### Baseline data change to assessment practice

The Labour lead government removed the expectation on schools to use the National Standards as from 2018. Data for 2018 baseline information refers to National Standards. Data post 2018 reflects a new set of assessments and as such, new baselines.

*It is important to appreciate the ACS stance on deciding which level to place a pupil at. We have determined that we will report the level that a pupil HAS ACHIEVED not the level they are working at. This will make our results look less than what they could do because we are showing the completed level the child has passed not the level they are currently working in. It would look better if we acknowledged the level they were working in as all pupils would be a level or sublevel higher than shown. While this works against the school from a perception point of view we believe it has integrity and is in the best interests of pupils learning.*

Overall Teacher Judgements (OTJ's) are judgements made by the teacher as to the **level** the child is working at across all subjects in the curriculum in a particular focus area. For this part of the report it is READING. So, the following is the teacher assessment as to how well READING skills are being used in all subject areas. The OTJ will use the information from the subject of reading, test results, conversations and discussions with the students, observation in the classroom, examples of work. The teacher then combines all of this into one overall judgement on a child's ability.

With OTJ's, by definition, a student who is 'below' the standard is working within one level of their age expectation. If they are at the higher end of that level (e.g. **2**Advanced and should be, by age, **3**Basic) then they are listed as below but are working 'at' their 'working level' and would otherwise be 'AT' the standard. As mentioned above, this system assumes a linear path of learning through all the years at school

### 2021 school data tables/Analysis of Variance

Aidanfield Christian School Achievement data is available in the schools Variance Report for 2021 on the school website and attached to the Annual Report for 2021.

Full data analysis and reporting is contained in specific reports in Reading, Writing, Mathematics, Wellness as well as a range of opportunities within the curriculum. These are presented to the Board separately to this Charter.

Excellence

Faithfulness

Integrity

Stewardship